Provided by the Publisher	Basal ISBN			Publisher			
	Title						Prov
	Type	Electronic or Print Author		Author			ide mbl
	Copyright		Edition			Readability	d by
	Course		Grade(s) -		y the		
	Teacher Edition ISBN if applicable						е

Overall Recommendation	Recommended?	
(based on specifics from pages 2 and following)	Yes	
Overall Strengths, Weaknesses, Comments:	No	
District		
School		
SCHOOL		
Principal (or other Chair of SBDM)		
Evaluating SBDM Members/Committee Members		

SBDM Principal/Chair Signature

Date

**CRITERIA** This basal\* resource encompasses . . .

	Strong Evidence						
A. Kantualu, Asadamia Ctanda	Moderate Evidence						
A. Kentucky Academic Standa	Little or No Evidence						
	NA						
Text is designed to be used in an elective course outside the Program of Studies							
I. Includes one or more of the following Practical Living/Vocational/Career Studies and/or Career & Technical Education Programs: (Circle all that apply)							
PLCS:	Career & Technical Education Programs:						
Health Education	Agricultural Education	Health Science Education					
Physical Education	Business & Marketing Education	Media Arts					
Consumerism Education	Manufacturing Technology Education	Law & Public Safety					
Career Studies	Engineering & Technology Education	Construction Technology					
	Information Technology Education Tra						
Family & Consumer Sciences Education							
	Other:						
II. Addresses content-specific enduring understandings from the related KY Academic Standards:							
☐ Strong Evidence ☐ Moderate Evidence ☐ Little Evidence ☐ No evidence							
III. Addresses content-specific skills and concepts from the KY Academic Standards:							
Strong Evide	nce Moderate Evidence Little Evidence	e No evidence N/A					
IV. Address content from the Career & Technical Academic Standards:							
☐ Strong Evide	nce Moderate Evidence Little Evidence	e					

V. Content addressed is current, relevant and non-trivial:								
	Strong Evidence	Moderate Evidence	Little Evidence	☐ No evidence	□ N/A			
VI. Provides opportunities for critical thinking/reasoning:								
	Strong Evidence	Moderate Evidence	Little Evidence	☐ No evidence	□ N/A			
<ul> <li>VII. Strengths, Weaknesses, Comments:</li> <li>Specific strengths – Which areas/concepts are covered exceptionally well?</li> </ul>								

• Specific weaknesses – Which areas/concepts would likely require supplementing?



<sup>\*</sup>Basal: one that serves as the primary means of instruction in a content area for a grade level or course

#### **B.** Equity and Accessibility

Materials are free from bias in their portrayal of ethnic groups, gender, age, disabilities, cultures, religion, etc. and contain accommodations for multiple learning styles, students with exceptionalities, English Language Learners and cultural differences.

**Strong Evidence** 

**Moderate Evidence** 

Little or No Evidence

NA

Strong Evidence Moderate Evidence

#### I. Key Criteria for Suitability

Little or No Evidence

NA

- **A.** Should be suitable for use with a diverse population and is free of bias regarding race, age, ethnicity, gender, religion, social and/or geographic environment; is free of stereotyping or bias of any kind.
- B. Multicultural representation.

#### II. Key Criteria for Content quality

Strong Evidence

Moderate Evidence

Little or No Evidence

NA

- A. Free from factual errors.
- **B.** Content is presented conceptually when possible—more than a mere collection of facts.
- **C.** Content included accurately represents the knowledge base of the discipline.
- **D.** Content includes integration of academics.

### III. Key Criteria for Connections to Technology

Strong Evidence

Moderate Evidence

ii. Rey Official for Confidentions to recimology

Little or No Evidence

NA

- **A.** Integrates technology and reflects the impact of technological advances.
- **B.** Uses technology in the collection and/or manipulation of authentic data.
- C. Embeds web links as a resource.

IV.

Strong Evidence

Moderate Evidence

Key Criteria for Support for Diverse Learners

Little or No Evidence

NA

- A. Provides support for English Language Learners (ELLs).
- **B.** Provides support for differentiation of instruction for diverse learners.
- **C.** Challenge for gifted and talented students.
- **D.** Support for students with learning difficulties.

Note: may apply to either student or teacher editions

#### V. Strengths, Weaknesses, Comments:

Strong Evidence

#### C. Organization and Presentation

Information is organized logically and presented clearly using multiple methods and mode for delivering instruction that motivate and increase literacy as students engage in high interest, authentic activities.

**Moderate Evidence** 

Little or No Evidence

NA

Strong Evidence

Moderate Evidence

I. Key Criteria for Inquiry, Research and Application of Learning

Little or No Evidence

NA

- **A.** Provides opportunities for inquiry and research that includes activities such as gathering information, researching resources, observing, interviewing, evaluating information, analyzing and synthesizing data, communicating findings and conclusions and formulating authentic questions to deepen and extend reasoning.
- **B.** Requires students to use higher-level cognitive skills (analysis, synthesis, evaluation, generalizing, justifying, etc.).
- **C.** Provides activities and projects for students to deepen their knowledge and cultivate and strengthen problem-solving and decision-making skills.
- **D.** Provides opportunities for application of learned concepts.
- **E.** Uses a variety of relevant charts, graphs, diagrams, number lines, and other illustrations to invite and motivate students to engage in discussion, problem solving, and other high-order thinking skills.
- **F.** Emphasizes conceptual understandings that invite students to predict, conclude, evaluate, develop and extend ideas to support reasoning.

Note: may apply to either teacher or student edition

Strong Evidence Moderate Evidence

#### II. Key Criteria for Technical Skill Development

Little or No Evidence

NA

- A. Provides opportunities for real world application of program specific content.
- B. Provides opportunities for project based learning.
- C. Provides opportunities for performance based activities.
- **D.** Provides opportunities for critical thinking and reasoning.
- E. Provides opportunities to justify/prove responses.
- **F.** Provides opportunities for in-depth questioning.
- **G.** Contains embedded activities (or extensions) that emphasize use of technology for problem solving. *Note: may apply to either teacher or student edition*

III. Key Criteria for Connections to Literacy

Strong Evidence Moderate Evidence

Little or No Evidence

NA

- A. Employs a variety of reading levels and is grade/level appropriate.
- B. Use of multiple representations-concrete, visual/spatial, graphs, charts, etc.
- **C.** Provides opportunities for summarizing, reviewing, and reinforcing vocabulary skills and concepts at multiple levels of difficulty for a variety of learning styles.
- **D.** Student text provides opportunity to integrate reading and writing.
- **E.** Uses vocabulary that is age and content appropriate.
- F. Focuses on critical vocabulary vs. extensive lists.
- G. Identifies key vocabulary through definitions in both text and glossary.
- **H.** The text is engaging and facilitates learning.
- I. Embedded activities enhance the understanding of the text.

Note: may apply to either student or teacher editions

#### IV. Key Criteria for Organizational Quality

Strong Evidence

Moderate Evidence

Little or No Evidence

NA

- **A.** Print and/or electronic materials present minimal barriers to learners, but also add encouragement for students to stretch and make further explorations.
- **B.** Presents chapters/lessons in an organized and logical sequence.
- C. Provides clearly stated objectives for each lesson.
- **D.** Uses text features (e.g., titles, headings, subheadings, review questions, goals, objectives, space, print, type size, color) to enhance readability.
- **E.** Makes use of various forms of media (e.g., CD's, recordings, videos, cassette tapes, computer software, web-based components, interactive software, calculators, physical and virtual manipulatives) as either student or teacher resources.
- **F.** Includes clear, accurate, appropriate and clearly explained illustrations and/or graphics that reinforce content standards.
- **G.** Incorporates a glossary, footnotes, recordings, pictures, and/or tests that aid pupils and teachers in using the book effectively.
- H. Uses grade-appropriate type size.
- I. Included media are durable, easy to use and have technical merit.
- **J.** Construction appears to be durable and able to withstand normal use.

#### V. Strengths, Weaknesses, Comments:

#### D. Instructional Design and Support

Instructional design utilizes research-based instructional strategies, offers suggestions for appropriate scaffolding, emphasizes the importance of vocabulary acquisition, provides opportunities to engage in high interest, ageappropriate activities that mirror real-life situations, and make cross-curricular, global connections.

**Strong Evidence** 

**Moderate Evidence** 

**Little or No Evidence** 

NA

Strong Evidence

Moderate Evidence

I. Key Criteria for Student Engagement

Little or No Evidence

NA

- **A.** Includes content geared to the needs, interests, and abilities of all students.
- **B.** Engages and motivates students using components such as real-life situations, simulations, experiments, and data gathering.
- **C.** Includes information and activities that assist students in recognizing relevance of concepts (where appropriate) to their own lives and experiences.
- **D.** Provides a variety of strategies, activities and materials to enhance student learning at the appropriate learning levels.

### II. Essential Components (beyond student and teacher text)

Strong Evidence

Moderate Evidence

Little or No Evidence

NA

- Items identified as essential components support the learning goals and concept coverage of the basal.
- III. Strengths, Weaknesses, Comments:

**Strong Evidence** 

E. Assessment

Materials provide tools for a balanced approach to assessment including both formative and summative assessments in multiple formats not only to guide instruction but also to identify student mastery of content. **Moderate Evidence** 

Little or No Evidence

NA

Strong Evidence

Moderate Evidence

I. Key Criteria for Assessment to Inform Instruction

Little or No Evidence

NA

- A. Includes multiple means of assessment as an integral part of instruction.
- B. Provides evaluation measures in the teacher edition that supports differentiated learning activities.
- **C.** Embedded assessments reflect a variety of knowledge levels.

Note: may apply to either teacher or student edition

#### II. Strengths, Weaknesses, Comments:

Strong Evidence

F. Available Ancillary/Gratis Materials

Note: The decision whether to recommend or not recommend this resource as a basal should not be influenced by Section F

**Moderate Evidence** 

Little or No Evidence

NA

#### I. Ancillary/Gratis Materials

- **A.** Coordinate teacher resources easily with student material (e.g., accompaniments included, student pages shown, instructional technology indicated).
- **B.** Are well organized and easy to use.
- C. Provide substantive learning opportunities and are congruent with student learning goals.
- **D.** Provide opportunities for high-level thinking, assessment, and/or problem solving.
- **E.** Provide opportunities for intervention.

#### II. Strengths, Weaknesses, Comments: